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ABSTRACT

This document identifies the three components that frame overall career and life role education that helps students prepare to integrate the demands of six life roles (individual, learner, producer, consumer, family member, citizen) into family, community, and work settings. The three components that help prepare students to meet the grade 12 Certificate of Advanced Mastery (CAM) Career-Related Learning Standards are common curriculum goals, grade-level indicators, and career-related learning standards. The common curriculum goals are presented in a table format. Each goal is accompanied by career and life role indicators at grades 3, 5, 8, and 10 that provide guidance to school districts in preparing students to meet the grade 12 Career-Related Learning Standards, a required component of CAM assessment and a responsibility of the local school district. Columns in the table for each common curriculum goal are as follows: grade 3 indicators; grade 5 indicators; grade 8 indicators; grade 10 indicators; and Career-Related Learning Standards, CAM/grade 12. The common curriculum goals are as follows: personal management, problem solving, communication, teamwork, organizations and systems, employment foundations, and career development. (YLB)

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and

Grade 12 Career-Related Learning Standards

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Career and Life Role Common Curriculum Goals
and
Grade 12 Career-Related Learning Standards

Introduction

Career and life role education helps students prepare to integrate the demands of six life roles (i.e. individual, learner, producer, consumer, family member and citizen) into family, community and work settings. Career and life role education helps students connect the personal side of their lives ("learning to live") to educational growth ("learning to learn") and career development ("learning to work"). This document identifies the three components that frame overall career and life role education. These components help prepare students to meet the grade 12 Certificate of Advanced Mastery (CAM) Career-Related Learning Standards.

1) Common Curriculum Goals: broad curriculum goals that frame the program of study.
2) Grade-Level Indicators: suggested age-appropriate learning that connects the common curriculum goals and the grade 12 Career-Related Learning Standards.
3) Career-Related Learning Standards: broad knowledge and skills essential for students to succeed after high school in employment, further schooling, family and community life. .

Since 1995, approximately 2800 educators and business and industry partners developed, reviewed and revised the 1) Career and Life Role Common Curriculum Goals, 2) grade level indicators and, 3) Career-Related Learning Standards. During the summer of 1998, the Oregon Department of Education, the 15 Regional Workforce Committees, the Oregon Economic Development Department, the Oregon Employment Department and the Oregon Business Council collaborated in the review of the Career-Related Learning Standards. Over 376 business and industry participants reviewed the Career-Related Learning Standards representing high-tech firms, health organizations, manufacturing, agriculture, finance and banking, engineering and architecture, community organizations and agencies, sales and service.

Reviewers strongly suggested that these standards are important life skills for all students throughout their school years. Students should be expected to learn these skills beginning at the elementary grades and demonstrate attainment in school, community and workplace experiences while in high school.

Using the Information

Student attainment of grade 12 Career-Related Learning Standards will be most meaningful when learned and demonstrated through integrated, interdisciplinary approaches and meaningful hands-on activities. Curriculum, instruction and assessment strategies must help students understand and use the career-related learning knowledge and skills in combination with other subject matter. The opportunity to demonstrate career-related learning in the context of accomplishing a task, explaining a problem and discovering a solution helps prepare students for the complexity of adult responsibilities. As schools develop integrated career-related learning opportunities for students, the following factors should be considered.

- The CCGs are a required part of the K-12 curriculum in Oregon schools. Students must have the opportunity to achieve the knowledge and skills identified in the Career and Life Role Common Curriculum Goals.
- The grade 12 Career-Related Learning Standards are a required component of the Certificate of Advanced Mastery (CAM). Students must have the opportunity to achieve the knowledge and skills identified in the standards. Assessment of the Career-Related Learning Standards is the responsibility of the local school district.
- The grade-level indicators at 3, 5, 8, and 10 provide guidance for school districts to develop and align learning opportunities. The indicators help prepare students to meet the required grade 12 Certificate of Advanced (CAM) Career-related Learning Standards. Local school districts are encouraged to develop other indicators that help students prepare for the grade 12 requirements.
- Local school districts are encouraged to develop their own assessment process for the grade level indicators as a precursor to locally assessing the grade 12 Certificate of Advanced (CAM) Career-Related Learning Standards.
- Career and Life Role education is intended to be integrated across subject areas in school, community & workplace learning rather than only as a separate class.

Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

Career and life role education helps students prepare to integrate the demands of six life roles (i.e., individual, learner, producer, consumer, family member and citizen) into family, community and work settings. Career and life role education helps students connect the personal side of their lives ("learning to live") to educational growth ("learning to learn") and career development ("learning to work"). Career and life role education is intended to be integrated across subject areas in school, community and workplace learning rather than only as a separate class.

The Career and Life Role indicators at grades 3, 5, 8, and 10 provide guidance to school districts in preparing students to meet the grade 12 Career-Related Learning Standards. The grade 3, 5, 8, and 10 indicators are not part of the required assessment system. The grade 12 Career-Related Learning Standards are a required component of CAM assessment and the responsibility of the local school district.

Common Curriculum Goals	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
PERSONAL MANAGEMENT **Develop competence in personal management that contributes to fulfilling and balancing responsibilities of multiple life roles (i.e., individual, learner, producer, consumer, family member, citizen).**	Describe responsibilities of a student. Identify the impact of one's own behavior on other individuals and groups.	Describe the importance of personal responsibility and good work habits in the family, school, and community. Demonstrate how one's behavior impacts outcomes and consequences.	Demonstrate good work habits in various family, school, and community related tasks. Recognize and explain the differences between socially responsible and socially irresponsible behaviors.	Take initiative to complete work in a responsible manner.	**Exhibit appropriate work ethic and behaviors in school, community and workplace** • Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality. • Maintain regular attendance and be on time. • Identify tasks that need to be done and initiate action to complete the tasks. • Demonstrate accountability for decisions and actions and anticipate consequences **(Continued)**

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PERSONAL MANAGEMENT (Continued) **Develop competence in personal management that contributes to fulfilling and balancing responsibilities of multiple life roles (i.e., individual, learner, producer, consumer, family member, citizen). (Repeated from pg. 2)**	Demonstrate promptness, dependability, and getting along with others.	Demonstrate behaviors and skills (e.g., punctuality, dependability, getting along with others) that are important in various life roles.	Demonstrate knowledge and skills basic to succeeding in multiple life roles (e.g., productive use of time and resources, timely completion of tasks).	Demonstrate how habits and skills (e.g., punctuality, dependability, cooperation, collaboration, dress, and appearance) developed in school are transferable to a variety of settings.	**Exhibit appropriate work ethic and behaviors in school, community and workplace. (Repeated from pg. 2)** • Demonstrate dress, appearance, and personal hygiene appropriate for the environment and situation.
	Demonstrate knowledge of good health habits, including healthy ways of dealing with conflict, and emotion.	Identify personal sources of stress and conflict, and suggest strategies for managing them.	Demonstrate healthy ways to deal with stress and conflict.	Demonstrate knowledge and skills basic to maintaining physical and mental health.	• Explain and follow personal health and safety practices.
	Describe activities that promote safety in the home, school, community, and careers.	Identify potential safety hazards within the home, school, community, and careers.	Propose and test solutions to safety hazards within the home, school, community, and careers.	Identify and explain an individual's rights and responsibilities related to health and safety in home, school, and workplace.	

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PROBLEM SOLVING **Develop and use productive and socially responsible approaches for resolving problems in family, school, community, and workplace settings.**	Identify and describe a problem that exists in the classroom, school, or community. Describe how decisions affect self and others. Discuss how choices are made and what can be learned from making choices and accepting responsibility. Identify factors associated with making an important decision.	Present a problem's main idea with detail to show understanding of relevant issues. Examine alternative decisions and their impact on other individuals. Use decision-making and problem solving to complete a classroom project. Use information to select middle school electives and plan extra-curricular activities.	Select and use appropriate strategies to solve problems related to life roles. Distinguish between alternatives that involve varying degrees of risk. Use information to make decisions and solve problems related to family, school, and community situations. Use a prioritizing or decision-making process to select and plan high school course of study and extra-curricular activities.	Generalize problem-solving strategies to new contexts or situations. Resolve problems using techniques that include personal, social, and ethical considerations. Organize and process information and apply decision-making and problem-solving skills in school, real, or simulated workplace situations. Use decision-making skills to select an endorsement area for CAM focus.	**Apply decision-making and problem-solving techniques in school, community, and workplace.** • Identify problems and locate information that may lead to solutions. • Identify alternatives to solve problems. • Assess the consequences of the alternatives. • Select and explain a proposed solution and course of action. • Develop a plan to implement the selected course of action. • Assess results and take corrective action.

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
COMMUNICATION*					**Demonstrate effective communication skills to give and receive information in school, community, and workplace.**
Select and use appropriate communication strategies in family, school, community, and workplace settings.	Explore the use of a variety of traditional and technological tools to acquire information.	Use a variety of traditional and technological tools to gather information.	Use a variety of traditional and technological tools to transmit and receive information.	Use technology to process, create, and communicate information in multi-media presentations.	• Locate, process, and convey information using traditional and technological tools.
	Demonstrative attentive listening by following instructions and asking questions.	Attentively listen to the ideas of others and ask clarifying questions.	Attentively listen to, record, and paraphrase the ideas of others	Use interpersonal communications skills to receive verbal and non-verbal messages, recognizing personal and cultural differences.	• Listen attentively and summarize key elements of verbal and non-verbal communication. • Give and receive feedback in a positive manner.
	Locate information using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.	Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables	Locate and organize information from relevant sources (e.g., manuals, books, experts, Internet).	Read technical materials for information and application.	• Read technical/ instructional materials for information and apply to specific tasks.

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- **Some of these indicators at grades 3, 5, 8, and 10 reflect the standards and benchmarks listed in the English content area. The English Benchmarks are listed here to emphasize the importance of Communication in context to meet multiple CAM requirements.**

Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
COMMUNICATION* (Continued) **Select and use appropriate communication strategies in family, school, community, and workplace settings. (Repeated from pg. 5)**	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, reports) appropriate to audience and purpose.	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, reports) appropriate to audience and purpose.	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, letters, business communications, research papers, technical reports) appropriate to audience and purpose.	Write in a variety of modes (e.g., narrative, expository, imaginative, persuasive) and forms (e.g., essays, letters or business communications, research papers, technical reports) appropriate to audience and purpose.	**Demonstrate effective communication skills to give and receive information in school, community, and workplace. (Repeated from pg. 5)** • Write instructions, technical reports, and business communications clearly and accurately.
	Demonstrate some control of eye contact and speak at an appropriate rate and volume to request information or assistance	Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures when giving instructions, asking questions, and/or providing information.	Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures when giving instructions, asking questions, and/or providing information.	Use various communication strategies within life role contexts for such purposes as informing, describing, questioning, and persuading.	• Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications.

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
TEAMWORK **Develop and use interpersonal skills that contribute to cooperation and teamwork in working toward common goals in family, school, community, and workplace settings.**	Describe how family members rely on one another, work together, and share responsibilities.	Identify behaviors that promote or interfere with group work (e.g., cooperation, compromise, good listening).	Identify roles and behaviors that contribute to team effectiveness in families, school, and the community.	Demonstrate interpersonal skills required for working cooperatively in teams.	**Demonstrate effective teamwork in school, community and workplace.** • Identify the key characteristics of teamwork. • Explain how work teams are the same or different from other kinds of teams. • Identify different roles within teams and describe why each role is important to effective teamwork.
Understand the issues related to diversity in school, community, and workplace settings.	Recognize and appreciate the ethnic and cultural diversity found in one's school.	Demonstrate the ability to work as part of a diverse group.	Explain how diversity contributes to school, community, and workplace teams.	Demonstrate respect and flexibility in team situations.	• Recognize the effects of individual difference on interactions among team members.

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Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
TEAMWORK (Continued) **Develop and use interpersonal skills that contribute to cooperation and teamwork in working toward common goals in family, school, community, and workplace settings.**	Participate in a cooperative project with classmates.	Practice effective team skills including: involving all team members, attentive listening, and completing team tasks.	Use strategies to work effectively with team members (e.g., negotiation, compromise, consensus, conflict resolution).	Analyze teamwork and propose measures to enhance team effectiveness and achieve common goals.	**Demonstrate effective teamwork in school, community and workplace. (Repeated from pg. 7)** • Demonstrate skills that improve team effectiveness, (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).
Understand the issues related to diversity in school, community, and workplace settings. (Repeated from pg. 7)	Identify cooperative skills such as helping, sharing, explaining, and listening.	Identify different individual's contributions to team efforts in families and classrooms.	Examine one's own role and performance in family, schools, and community team efforts (e.g., leader, follower, team member, facilitator).	Use individual strengths and interests to accomplish team goals in multiple life role settings.	• Describe the significance of individual contributions to teamwork.

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
ORGANIZATIONS AND SYSTEMS **Recognize families, schools, communities, and workplaces as systems composed of interdependent parts.**	Explain how students, teachers, and aides working together contribute to a successful classroom. Identify and follow classroom processes and procedures. Identify recent changes in one's own neighborhood and school.	Identify how work done by different parts of the school contributes to the school's total operation. Identify productive and unproductive ways of functioning within family, school, and community settings. Examine the cause and effect relationship of change in the neighborhood and school.	Compare and contrast simple systems and organizations, showing their common elements and relationships (e.g., families, schools, communities, and workplaces). Participate in a collaborative class project, and describe personal contributions in relationship to the contributions of others. Describe how work and the workplace are changing (e.g., telecommuting, home-based businesses, entrepreneurial ventures).	Explain the interdependence of the work of a department or section to other departments or sections within an organization. Demonstrate the ability to work effectively within the school, community, or workplace settings. Identify reasons and strategies for making changes in the workplace.	**Describe how individuals fit into organizations and systems.** • Identify parts of organizations and systems. • Describe how the parts of organizations and systems fit together. • Describe how work moves through a system. • Describe the changing nature of work, workplaces, and work processes on individuals, organizations and systems.

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
EMPLOYMENT FOUNDATIONS **Integrate academic knowledge and technical skills to work successfully in family, school, community, and workplace settings.**	Explain how learning in school relates to home, community, and careers.	Investigate the academic knowledge and technical skills needed in a variety of occupational groups.	Investigate and explain the academic knowledge and technical skills needed for a variety of occupational groups.	Compare and contrast the academic knowledge and technical skills needed for achieving desired personal and career choices.	**Demonstrate both academic knowledge and technical skills required for successful employment within a career endorsement area.** • Apply academic knowledge with technical skills.
	Participate in the development of classroom rules and guidelines.	Describe the purpose of rules and guidelines in different life role settings.	Explain how organizational rules, laws, and guidelines are developed and implemented to ensure quality, order, security, and safety.	Analyze laws and organizational rules to understand policies and practices.	• Explain and follow regulatory requirements, security procedures and ethical practices.

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EMPLOYMENT FOUNDATIONS (Continued) **Integrate academic knowledge and technical skills to work successfully in family, school, community, and workplace settings. (Repeated from pg 10)**	Identify uses of technology in home, community, and jobs.	Describe how technology affects personal, educational, and career/life goals.	Relate the use of technology to the achievement of personal, educational, and career/life goals.	Research and report on the impact of technology on personal, educational, and career/life goals.	**Demonstrate both academic knowledge and technical skills required for successful employment within a career endorsement area. (Repeated from pg 10)** • Select, apply, and maintain tools and technologies appropriate for workplace.
			Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews.	Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews.	• Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews.)
		Describe improvements made in academic achievement from previous grades.	Research and report on a school's approach to improving a current problem or procedure.	Describe the need for continuous improvement.	• Use a problem-solving process to improve a school or community situation. • Follow workplace health and safety requirements.

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CAREER DEVELOPMENT **Develop skills to assess personal characteristics, interests, abilities, and strengths.**	Identify positive characteristics about self. Identify hobbies and activities of interest. Describe various roles in a person's life (e.g., friend, student, worker, family member). Describe one's role as an important member of family, community, and school groups.	Identify positive characteristics about self, personal interests, and abilities. Recognize how hobbies and interests may lead to a career interest. Identify the life roles that individuals experience (i.e., learner, producer, individual, citizen, consumer, and family member). Identify and describe the roles of families and communities in teaching and supporting their members.	Describe the knowledge and skills needed for multiple life roles in relation to personal characteristics, interests, and abilities. Describe the interrelationship among family, career, and leisure decisions. Recognize the impact of family, career, and leisure decisions on various life roles.	Select and explain the choice of an endorsement area that reflects personal characteristics, interests, and abilities. Describe how personal characteristics, interests, and abilities relate to career and life role choices. Recognize and describe the challenges and conflicts that may arise in the process of simultaneously filling multiple life roles. Evaluate the relationship between potential career goals and other life role responsibilities.	**Demonstrate career development skills in planning for post high school experiences.** • Assess personal characteristics related to educational and career goals. **(Continued)**

Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
CAREER DEVELOPMENT (Continued) **Develop skills in identifying, evaluating, and using a variety of resources for exploring personal, educational, and career choices.**	Describe the jobs/occupations of parents, relatives, adult friends, and neighbors. Describe the relationship between work and learning. Recognize how learning in school can be used in the home and community.	Develop skills to use career information. Explore occupational groups in relation to hobbies, activities, and interests. Identify how the knowledge and skills taught in school subjects are used in broad occupational groups.	Use family and community resources to explore personal and career goals. Demonstrate skills in locating, evaluating, and interpreting career information. Recognize that interests, occupations, careers, and work may be organized and described in many different ways. Describe the education and skills needed for a variety of occupations, including self-employment and entrepreneurial ventures.	Use a variety of resources to research, analyze, and explore career options. Utilize various classification systems for occupations, industries, career interests, and education and training programs in relation to endorsement areas. Describe the relationship between educational achievement and career planning. Identify local and regional educational, employment, and career options. Identify factors that have influenced the changing career and life role patterns of women.	**Demonstrate career development skills in planning for post high school experiences. (Repeated from pg. 12)** • Research and analyze career and educational information. **(Continued)**

Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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Common Curriculum Goals	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
CAREER DEVELOPMENT (Continued) **Develop skills in identifying, evaluating, and using a variety of resources for exploring personal, educational, and career choices. (Repeated from pg. 13)**	Describe why people plan for the future.	Demonstrate how to set and achieve short and long term goals. Identify the relationship between educational planning, goal setting and future success.	Determine individual career exploration goals and develop plans to reach them. Recognize the possibility and importance of future unanticipated personal, educational, and career opportunities.	Establish tentative personal, educational, and career goals that recognize multiple life role responsibilities. Describe how continuous changes in the world of work necessitate lifelong learning, frequent retraining, and updating for both employers and employees.	**Demonstrate career development skills in planning for post high school experiences. (Repeated from pg. 13)** • Develop and discuss a current plan designed to achieve personal, educational, and career goals.

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Common Curriculum Goals	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
PERSONAL MANAGEMENT **Develop competence in personal management that contributes to fulfilling and balancing responsibilities of multiple life roles (i.e., individual, learner, producer, consumer, family member, citizen).**	Describe responsibilities of a student. Identify the impact of one's own behavior on other individuals and groups.	Describe the importance of personal responsibility and good work habits in the family, school, and community. Demonstrate how one's behavior impacts outcomes and consequences.	Demonstrate good work habits in various family, school, and community related tasks. Recognize and explain the differences between socially responsible and socially irresponsible behaviors.	Take initiative to complete work in a responsible manner.	**Exhibit appropriate work ethic and behaviors in school, community and workplace** • Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality. • Maintain regular attendance and be on time. • Identify tasks that need to be done and initiate action to complete the tasks. • Demonstrate accountability for decisions and actions and anticipate consequences **(Continued)**

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
PERSONAL MANAGEMENT (Continued) **Develop competence in personal management that contributes to fulfilling and balancing responsibilities of multiple life roles (i.e., individual, learner, producer, consumer, family member, citizen). (Repeated from pg. 2)**	Demonstrate promptness, dependability, and getting along with others.	Demonstrate behaviors and skills (e.g., punctuality, dependability, getting along with others) that are important in various life roles.	Demonstrate knowledge and skills basic to succeeding in multiple life roles (e.g., productive use of time and resources, timely completion of tasks).	Demonstrate how habits and skills (e.g., punctuality, dependability, cooperation, collaboration, dress, and appearance) developed in school are transferable to a variety of settings.	**Exhibit appropriate work ethic and behaviors in school, community and workplace. (Repeated from pg. 2)** • Demonstrate dress, appearance, and personal hygiene appropriate for the environment and situation.
	Demonstrate knowledge of good health habits, including healthy ways of dealing with conflict, and emotion.	Identify personal sources of stress and conflict, and suggest strategies for managing them.	Demonstrate healthy ways to deal with stress and conflict.	Demonstrate knowledge and skills basic to maintaining physical and mental health.	• Explain and follow personal health and safety practices.
	Describe activities that promote safety in the home, school, community, and careers.	Identify potential safety hazards within the home, school, community, and careers.	Propose and test solutions to safety hazards within the home, school, community, and careers.	Identify and explain an individual's rights and responsibilities related to health and safety in home, school, and workplace.	

Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
PROBLEM SOLVING **Develop and use productive and socially responsible approaches for resolving problems in family, school, community, and workplace settings.**	Identify and describe a problem that exists in the classroom, school, or community. Describe how decisions affect self and others. Discuss how choices are made and what can be learned from making choices and accepting responsibility. Identify factors associated with making an important decision.	Present a problem's main idea with detail to show understanding of relevant issues. Examine alternative decisions and their impact on other individuals. Use decision-making and problem solving to complete a classroom project. Use information to select middle school electives and plan extra-curricular activities.	Select and use appropriate strategies to solve problems related to life roles. Distinguish between alternatives that involve varying degrees of risk. Use information to make decisions and solve problems related to family, school, and community situations. Use a prioritizing or decision-making process to select and plan high school course of study and extra-curricular activities.	Generalize problem-solving strategies to new contexts or situations. Resolve problems using techniques that include personal, social, and ethical considerations. Organize and process information and apply decision-making and problem-solving skills in school, real, or simulated workplace situations. Use decision-making skills to select an endorsement area for CAM focus.	**Apply decision-making and problem-solving techniques in school, community, and workplace.** • Identify problems and locate information that may lead to solutions. • Identify alternatives to solve problems. • Assess the consequences of the alternatives. • Select and explain a proposed solution and course of action. • Develop a plan to implement the selected course of action. • Assess results and take corrective action.

Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
COMMUNICATION*					**Demonstrate effective communication skills to give and receive information in school, community, and workplace.**
Select and use appropriate communication strategies in family, school, community, and workplace settings.	Explore the use of a variety of traditional and technological tools to acquire information.	Use a variety of traditional and technological tools to gather information.	Use a variety of traditional and technological tools to transmit and receive information.	Use technology to process, create, and communicate information in multi-media presentations.	• Locate, process, and convey information using traditional and technological tools.
	Demonstrative attentive listening by following instructions and asking questions.	Attentively listen to the ideas of others and ask clarifying questions.	Attentively listen to, record, and paraphrase the ideas of others	Use interpersonal communications skills to receive verbal and non-verbal messages, recognizing personal and cultural differences.	• Listen attentively and summarize key elements of verbal and non-verbal communication. • Give and receive feedback in a positive manner.
	Locate information using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.	Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables	Locate and organize information from relevant sources (e.g., manuals, books, experts, Internet).	Read technical materials for information and application.	• Read technical/ instructional materials for information and apply to specific tasks.

(Continued)

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Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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Common Curriculum Goals	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
COMMUNICATION* (Continued) **Select and use appropriate communication strategies in family, school, community, and workplace settings. (Repeated from pg. 5)**	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, reports) appropriate to audience and purpose. Demonstrate some control of eye contact and speak at an appropriate rate and volume to request information or assistance	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, reports) appropriate to audience and purpose. Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures when giving instructions, asking questions, and/or providing information.	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, letters, business communications, research papers, technical reports) appropriate to audience and purpose. Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures when giving instructions, asking questions, and/or providing information.	Write in a variety of modes (e.g., narrative, expository, imaginative, persuasive) and forms (e.g., essays, letters or business communications, research papers, technical reports) appropriate to audience and purpose. Use various communication strategies within life role contexts for such purposes as informing, describing, questioning, and persuading.	**Demonstrate effective communication skills to give and receive information in school, community, and workplace. (Repeated from pg. 5)** • Write instructions, technical reports, and business communications clearly and accurately. • Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications.

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Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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Common Curriculum Goals	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
TEAMWORK **Develop and use interpersonal skills that contribute to cooperation and teamwork in working toward common goals in family, school, community, and workplace settings.**	Describe how family members rely on one another, work together, and share responsibilities.	Identify behaviors that promote or interfere with group work (e.g., cooperation, compromise, good listening).	Identify roles and behaviors that contribute to team effectiveness in families, school, and the community.	Demonstrate interpersonal skills required for working cooperatively in teams.	**Demonstrate effective teamwork in school, community and workplace.** • Identify the key characteristics of teamwork. • Explain how work teams are the same or different from other kinds of teams. • Identify different roles within teams and describe why each role is important to effective teamwork.
Understand the issues related to diversity in school, community, and workplace settings.	Recognize and appreciate the ethnic and cultural diversity found in one's school.	Demonstrate the ability to work as part of a diverse group.	Explain how diversity contributes to school, community, and workplace teams.	Demonstrate respect and flexibility in team situations.	• Recognize the effects of individual difference on interactions among team members. **(Continued)**

Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
TEAMWORK (Continued) **Develop and use interpersonal skills that contribute to cooperation and teamwork in working toward common goals in family, school, community, and workplace settings.** **Understand the issues related to diversity in school, community, and workplace settings. (Repeated from pg. 7)**	Participate in a cooperative project with classmates. Identify cooperative skills such as helping, sharing, explaining, and listening.	Practice effective team skills including: involving all team members, attentive listening, and completing team tasks. Identify different individual's contributions to team efforts in families and classrooms.	Use strategies to work effectively with team members (e.g., negotiation, compromise, consensus, conflict resolution). Examine one's own role and performance in family, schools, and community team efforts (e.g., leader, follower, team member, facilitator).	Analyze teamwork and propose measures to enhance team effectiveness and achieve common goals. Use individual strengths and interests to accomplish team goals in multiple life role settings.	**Demonstrate effective teamwork in school, community and workplace. (Repeated from pg. 7)** • Demonstrate skills that improve team effectiveness, (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting). • Describe the significance of individual contributions to teamwork.

Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
ORGANIZATIONS AND SYSTEMS **Recognize families, schools, communities, and workplaces as systems composed of interdependent parts.**	Explain how students, teachers, and aides working together contribute to a successful classroom. Identify and follow classroom processes and procedures. Identify recent changes in one's own neighborhood and school.	Identify how work done by different parts of the school contributes to the school's total operation. Identify productive and unproductive ways of functioning within family, school, and community settings. Examine the cause and effect relationship of change in the neighborhood and school.	Compare and contrast simple systems and organizations, showing their common elements and relationships (e.g., families, schools, communities, and workplaces). Participate in a collaborative class project, and describe personal contributions in relationship to the contributions of others. Describe how work and the workplace are changing (e.g., telecommuting, home-based businesses, entrepreneurial ventures).	Explain the interdependence of the work of a department or section to other departments or sections within an organization. Demonstrate the ability to work effectively within the school, community, or workplace settings. Identify reasons and strategies for making changes in the workplace.	**Describe how individuals fit into organizations and systems.** • Identify parts of organizations and systems. • Describe how the parts of organizations and systems fit together. • Describe how work moves through a system. • Describe the changing nature of work, workplaces, and work processes on individuals, organizations and systems.

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
EMPLOYMENT FOUNDATIONS **Integrate academic knowledge and technical skills to work successfully in family, school, community, and workplace settings.**	Explain how learning in school relates to home, community, and careers.	Investigate the academic knowledge and technical skills needed in a variety of occupational groups.	Investigate and explain the academic knowledge and technical skills needed for a variety of occupational groups.	Compare and contrast the academic knowledge and technical skills needed for achieving desired personal and career choices.	**Demonstrate both academic knowledge and technical skills required for successful employment within a career endorsement area.** • Apply academic knowledge with technical skills.
	Participate in the development of classroom rules and guidelines.	Describe the purpose of rules and guidelines in different life role settings.	Explain how organizational rules, laws, and guidelines are developed and implemented to ensure quality, order, security, and safety.	Analyze laws and organizational rules to understand policies and practices.	• Explain and follow regulatory requirements, security procedures and ethical practices.

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
EMPLOYMENT FOUNDATIONS (Continued) **Integrate academic knowledge and technical skills to work successfully in family, school, community, and workplace settings. (Repeated from pg 10)**	Identify uses of technology in home, community, and jobs.	Describe how technology affects personal, educational, and career/life goals.	Relate the use of technology to the achievement of personal, educational, and career/life goals.	Research and report on the impact of technology on personal, educational, and career/life goals.	**Demonstrate both academic knowledge and technical skills required for successful employment within a career endorsement area. (Repeated from pg 10)** • Select, apply, and maintain tools and technologies appropriate for workplace.
			Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews.	Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews.	• Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews.)
		Describe improvements made in academic achievement from previous grades.	Research and report on a school's approach to improving a current problem or procedure.	Describe the need for continuous improvement.	• Use a problem-solving process to improve a school or community situation. • Follow workplace health and safety requirements.

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
CAREER DEVELOPMENT **Develop skills to assess personal characteristics, interests, abilities, and strengths.**	Identify positive characteristics about self. Identify hobbies and activities of interest. Describe various roles in a person's life (e.g., friend, student, worker, family member). Describe one's role as an important member of family, community, and school groups.	Identify positive characteristics about self, personal interests, and abilities. Recognize how hobbies and interests may lead to a career interest. Identify the life roles that individuals experience (i.e., learner, producer, individual, citizen, consumer, and family member). Identify and describe the roles of families and communities in teaching and supporting their members.	Describe the knowledge and skills needed for multiple life roles in relation to personal characteristics, interests, and abilities. Describe the interrelationship among family, career, and leisure decisions. Recognize the impact of family, career, and leisure decisions on various life roles.	Select and explain the choice of an endorsement area that reflects personal characteristics, interests, and abilities. Describe how personal characteristics, interests, and abilities relate to career and life role choices. Recognize and describe the challenges and conflicts that may arise in the process of simultaneously filling multiple life roles. Evaluate the relationship between potential career goals and other life role responsibilities.	**Demonstrate career development skills in planning for post high school experiences.** • Assess personal characteristics related to educational and career goals. **(Continued)**

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	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
CAREER DEVELOPMENT (Continued) **Develop skills in identifying, evaluating, and using a variety of resources for exploring personal, educational, and career choices.**	Describe the jobs/occupations of parents, relatives, adult friends, and neighbors. Describe the relationship between work and learning. Recognize how learning in school can be used in the home and community.	Develop skills to use career information. Explore occupational groups in relation to hobbies, activities, and interests. Identify how the knowledge and skills taught in school subjects are used in broad occupational groups.	Use family and community resources to explore personal and career goals. Demonstrate skills in locating, evaluating, and interpreting career information. Recognize that interests, occupations, careers, and work may be organized and described in many different ways. Describe the education and skills needed for a variety of occupations, including self-employment and entrepreneurial ventures.	Use a variety of resources to research, analyze, and explore career options. Utilize various classification systems for occupations, industries, career interests, and education and training programs in relation to endorsement areas. Describe the relationship between educational achievement and career planning. Identify local and regional educational, employment, and career options. Identify factors that have influenced the changing career and life role patterns of women.	**Demonstrate career development skills in planning for post high school experiences. (Repeated from pg. 12)** • Research and analyze career and educational information. **(Continued)**

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Common Curriculum Goals	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
CAREER DEVELOPMENT (Continued) **Develop skills in identifying, evaluating, and using a variety of resources for exploring personal, educational, and career choices. (Repeated from pg. 13)**	Describe why people plan for the future.	Demonstrate how to set and achieve short and long term goals. Identify the relationship between educational planning, goal setting and future success.	Determine individual career exploration goals and develop plans to reach them. Recognize the possibility and importance of future unanticipated personal, educational, and career opportunities.	Establish tentative personal, educational, and career goals that recognize multiple life role responsibilities. Describe how continuous changes in the world of work necessitate lifelong learning, frequent retraining, and updating for both employers and employees.	**Demonstrate career development skills in planning for post high school experiences. (Repeated from pg. 13)** • Develop and discuss a current plan designed to achieve personal, educational, and career goals.

Oregon Department of Education

CAM Implementation Timeline

99-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
	CAM Awarded in New Century Schools*				**CAM awarded in all schools**	
Technical Assistance	***Mathematics English Career-Related Learning (CRL)****	**Add Science**	**Same as 2001-02**	**Add Arts**	**Add Second Languages**	**Add Social Sciences** **CAM fully implemented**

* *Certificate of Advanced Mastery pilot sites.*

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CIM/CAM/PASS Timeline

The timeline below shows implementation of the Certificates of Initial and Advanced Mastery and PASS, the Proficiency-based Admission Standards System of the Oregon University System.

Certificate of Initial Mastery						
1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
English Mathematics Science*	English Mathematics Science	Add Arts	Add Second Languages	Add Social Sciences Fully Implemented	Fully Implemented	Fully Implemented

Certificate of Advanced Mastery						
1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
	CAM awarded in New Century Schools**				CAM awarded in all schools	
Technical assistance	English Mathematics Career-related Learning	Add Science	Same as 2001-02	Add Arts	Add Second Languages	Add Social Sciences Fully Implemented

Proficiency-based Admission Standards System						
Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
GPA Subject requirements SAT I (or ACT)		GPA Subject req. SAT I/ACT	GPA Subject req. SAT I/ACT	GPA Subject req. SAT I/ACT	GPA Subject req. SAT I/ACT	Proficiencies: Add Social Sciences SAT I/ACT Fully Implemented
or		or	or	or	or	or
PASS Proficiencies National standards-based tests (e.g., AP, IB) SAT I (or ACT)		Proficiencies: English Mathematics Other subject requirements SAT I/ACT	Proficiencies: Add Science Other subject requirements SAT I/ACT	Proficiencies: Add Arts Other subject requirements SAT I/ACT	Proficiencies: Add Second Languages Other subject requirements SAT I/ACT	By waiver: GPA Subject req. SAT I/ACT

* *Tenth graders in 1999-2000 must pass the state science test for the Certificate of Initial Mastery. Tenth graders in later years must pass both the test and classroom work samples in science for the certificate.*

***Certificate of Advanced Mastery implementation pilot sites*